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ABSTRACT

Using four types of counseling for career development, this report describes current vocational counseling programs. The first type of counseling focuses on information and clarification of issues. Innovations within this context have centered on: improving information acquisition, retrieval, and interpretation; and varying the format in which information is presented and integrated. The second type of counseling deals with a specific problem by focusing on decision-making skills while the third type views counseling as a continual process of development and adaptation. The fourth type of counseling stresses an individual's use of personal resources to influence his own occupational development. The report reviews current literature, presentations at professional meetings, and program descriptions from a recent survey on outreach programming. The report concludes that vocational counseling programs are attempting to reach larger numbers of students through groups with peer leadership which offer longer term exposure to more comprehensive career materials and processes. (Author/LAA)

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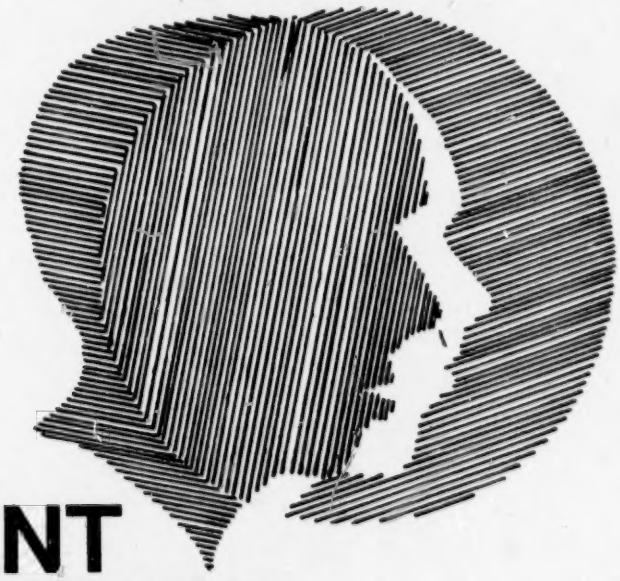

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The cover depicts man's striving toward unity of personality, represented by the magic circle, or mandala.

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INNOVATIONS IN VOCATIONAL COUNSELING:

A REVIEW OF PROGRAM DESCRIPTIONS

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ABSTRACT

Descriptions of current vocational counseling programs are presented in the framework of the four "dimensions of counseling for career development" outlined by Morrill and Forrest (1970). The innovations in vocational counseling reviewed in this paper were abstracted from the current literature, presentations at professional meetings, and program descriptions from a recent survey on outreach programming (Morrill, & Banning, 1973). Trends in the area of vocational counseling and suggestions for additional research are briefly summarized.

[1] Now at Lewis and Clark College

INNOVATIONS IN VOCATIONAL COUNSELING:

A REVIEW OF PROGRAM DESCRIPTIONS

In a recent publication, Morrill and Forrest (1970) stressed the "need for descriptions of counseling practice which reflect more adequately current developmental thinking about career counseling (p. 299)." They described broadly various types of vocational counseling in terms of dimensions differentiated by their width of focus. Four dimensions of counseling for career development were identified and are conceptualized in Figure 1:

Type 1. Counseling which aids the client with a specific decision by providing information and clarification of issues.

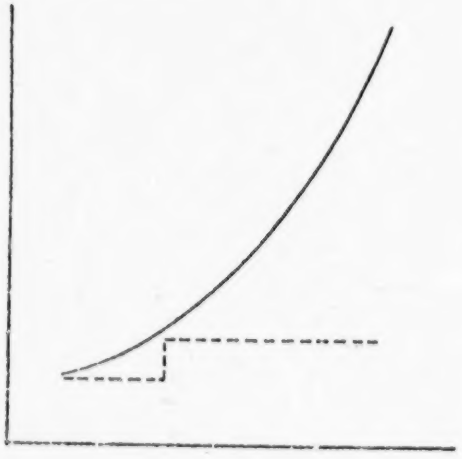
Type 2. Counseling which aids the client with a specific decision by focusing on decision-making skills rather than only on the decision at hand. This has application for the specific situation as well as later choice-points.

Type 3. Counseling which views career as a process rather than an end-point toward which all decisions lead. Thus, the focus changes from the objective of making the correct ultimate choice and once-and-for-all pronouncement of identity to the process of making a continual series of choices.

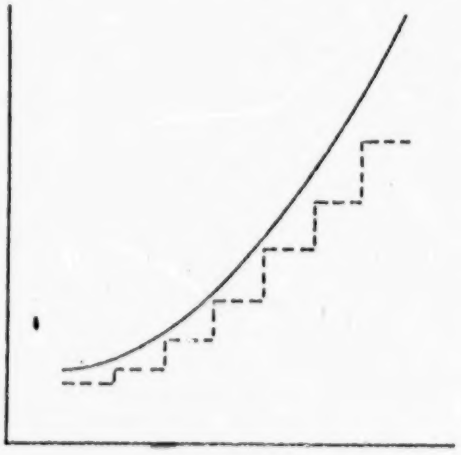
Type 4. Career process counseling which focuses on creating in the individual the ability to utilize his personal attributes to achieve self-determined objectives and to influence the nature of future choices rather than merely adapt to external pressures (pp. 299-300).

Figure 1 [2]

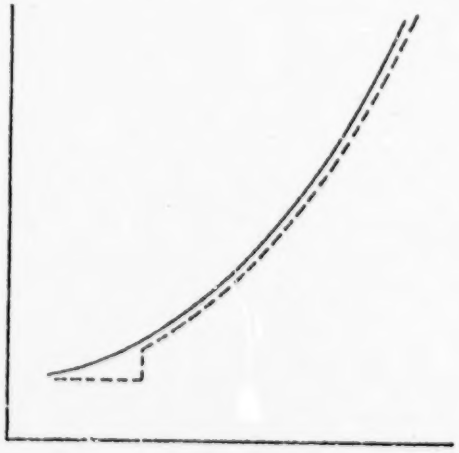
Relationship of client's development to a theoretical curve of occupational development as it relates to various vocational counseling approaches.



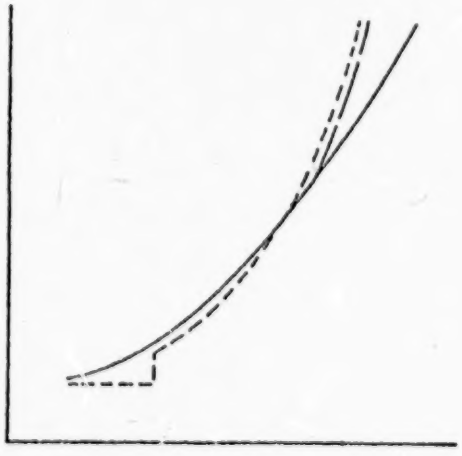
Type 1: Client development brought to curve at single point by help with specific decision.



Type 2: Client provided with decision making skills for use with immediate and future decision.



Type 3: Client recognition that career is a process of continued development-adaptive.



Type 4: Client able to utilize personal resources to influence nature of the occupational developmental curve - more than merely adapting to environment.

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The purpose of this paper is to briefly describe recent innovations in vocational counseling in terms of these four dimensions of counseling. The innovations reviewed were abstracted from the current literature, presentations at professional meetings, and program descriptions from a recent survey on outreach programming (Morrill, & Banning, 1973). While this review is neither exhaustive nor totally comprehensive, an attempt was made to sample sources of information on current career programming. Many more programs are undoubtedly implemented on college campuses across the country, and the dissemination and sharing of program descriptions is encouraged.

Type 1 Vocational Counseling

The traditional trait-and-factor approach toward matching men or women to jobs is represented as Type 1 vocational counseling. Innovations within this context have centered on 1) improving information assemblage, retrieval, and interpretation, and 2) varying the format in which information is presented and integrated.

Career information continues to be revised and updated, and new sources of data are now being utilized. Recent modifications in the Occupational Outlook Handbook (Rosenthal, 1973), for example, have been devised to make it relate more directly to the career education concept. In the 1974-75 edition of the handbook, occupations will be grouped in 17 clusters on the basis of related activities. Job characteristics, such as working with people, things, or ideas will be outlined to enable the user to more readily match interests and abilities with occupations. A supplementary publication, "Occupational Manpower and Training Needs," will provide current occupational supply and

demand information.

Modifications in the Strong Vocational Interest Blank, discussed by David Campbell (1973), include merging of the two forms of the inventory into one booklet that will be used by both men and women, and scoring of both sexes on this merged booklet. In addition, the Masculinity/Femininity scale will be eliminated, the coverage of women's occupations will be greater, and Holland's Occupational Theme scales and Basic Interest scales will be included.

New instruments are also being developed, for example, Schissel (1968) has reported on the development of a career-oriented scale for women as a guide to counseling. Also, Crites'(1973) new Career Maturity Inventory aids counselors in assessing students' vocational developmental level.

To provide students with an opportunity to gain specific personalized career information from individuals working in various fields, the Counseling Service at the University of Missouri refers students to alumni interested in serving as vocational contacts (Walker, 1973). Another source of career information, actual job experience, may be gained through summer intern programs such as the one at Macalester College in St. Paul, Minnesota (Office of Career Planning and Placement, 1973). The stated purpose of the program is "to better acquaint students with the day-to-day functions, duties or operations of a particular career or occupation area (p. 1)." This non-academic exposure to an occupation can broaden the student's experience and increase his knowledge of the work world to achieve a better person-environment fit. Similarly, career games provide simulated job

experiences to allow students to "try on" several job roles and practice job tasks and decisions (Katz, 1969).

A second area of development in Type 1 vocational counseling is the introduction of new formats for conveying personal and career data. The Career Planning Profile (American College Testing Program, 1971), for example, offers information in a new format which "summarizes student reactions, feelings, and perceptions relevant to career counseling and planning (p. 2)." Several personal and career variables are assessed, including vocational interest, ability measures, educational and vocational plans, student concerns, work orientation, career-related competencies and biographical information. Based on this data, the student's relative strengths are indicated for each of eight career clusters. A supplementary "Educational Planning Summary" summarizes information about specific programs and institutions and the student's estimated chance of success within each. The Career Planning Profile requires 3½ hours to complete, is most frequently used with high school seniors and college freshmen, and has largely a vocational-technical education emphasis.

Holland's Self-Directed Search (1971) offers another systematic "self-job" appraisal to encourage vocational exploration. Holland briefly describes the SDS:

> The Self-Directed Search (SDS) is a self-administered, self-scored, and self-interpreted vocational counseling tool. The SDS includes two booklets. To use the SDS, a person merely fills out the assessment booklet and obtains a three-letter occupational code. He then uses the three-letter code to search for suitable occupations in the occupational classification booklet. Most people complete the SDS in 30-50 minutes. In short, the SDS provides a vocational counseling experience by simulating what a person and his counselor do in several interviews (p. 108).

The SDS is applicable for a wide age range, is easy to use (and reuse), and provides an individualized successful programmed learning experience. Another attractive feature of the SDS is the student's active, rather than passive involvement in the career assessment process and the associated facilitation of personal development.

Terrence M. Rohen (1973) has described an Educational/Vocational Information Service in operation at Southern Illinois University which also allows the individual student active involvement in seeking career information. Self-assessment tools, filmstrips, cassette recordings, books and pamphlets are used in a multi-media approach to help the student acquire information to make vocational plans relevant to his personal ideas and goals. Students may consult with a counselor to receive assistance in integrating information.

Groups are increasingly becoming the mode of intervention in vocational counseling. The group format enables the group leader or facilitator to interact with greater numbers of students and also provides group support for information-seeking behaviors.

A Career Planning Seminar conducted by H. Leo Williams (1973) was "an attempt to provide a group orientation to vocational information gathering and provision of a basis for decision-making (p. 1).." The following tests were administered and the test results "were used as a basis for narrowing the potential field of topics for information-gathering....":

Kuder OIS
Strong Vocational Interest Blank
VPI
Mooney Problem Checklist
Counseling Evaluation Test

Allport-Vernon-Lindsey Study of Values
Edwards Personal Preference Schedule

Students obtained information about careers through a presentation by a speaker from the campus placement bureau and through 1-3 indepth interviews with individuals in a field of choice.

Freshmen students at New Mexico State University who had indicated they needed help in choosing a major were invited to participate in a Non-Credit Seminar in Vocational Choice conducted by graduate assistants (Duling, 1973). Information concerning self was available through analyzing the student's Kuder OIS, Strong Vocation Interest Blank, ACT test score data and high school grades. Career information was obtained as students studied the university catalog, researched possible occupations and learned of the current job market through the placement director. For additional assistance, students were referred to the counseling center for individual counseling.

Osipow and Phillips (1967) have reported a unique variation to vocational groups--vocational development through the introductory speech class. The class was an attempt to provide mutual help in the development of mature vocational commitments and in the acquisition of communicative skills, which the authors contend are especially important for disadvantaged groups. Students presented four speeches related to their vocational concerns; in general, students were responsive to this format and felt they learned more about specific occupations. The authors concluded that "information from peers seemed to be more acceptable than similar information transmitted by professional counselors (p. 50)."

Type 2 Vocational Counseling

In Type 2 vocational counseling, the focus is on "analyzing, organizing, and synthesizing information in order to make good decisions (p. 301)." Instruction in the decision-making process enables the individual to gain understanding of the variables involved in making a decision, such as the desirability and probability of alternative outcomes. The process of evaluating alternatives and making choices is emphasized, rather than the specific vocational decision at hand. While decision-making is receiving recognition as a crucial skill in vocational development, few formal programs have been developed to systematically instruct students in the decision-making process. Only one program was identified in this review of innovations.

The CEEB program, "Deciding," was developed to

> increase knowledge and appreciation of the broad range of educational and occupational opportunities in relation to a changing society and economy. Also, the program is designed to teach the rudiments of rational decision-making and to encourage their practice in life situations (Miller, & Gelatt, 1971-72, p. 2).

Content areas covered in the program include:

> Identifying critical decision points
> Recognizing and clarifying personal values
> Identifying alternatives and creating new ones
> Seeking, evaluating and utilizing information
> Risk-taking
> Development of strategies for decision-making

Miller and Gelatt (1971-72)describe the basic format of the program:

> The program is divided into three parts: values, information, and strategy. The material has a heavy emphasis on practice in using the concepts and skills--based on the principle that students who are about to make many important life-time decisions should be allowed an extended opportunity for drill and practice (p. 4).

Type 3 Vocational Counseling

The recognition of career development as a series of choices rather than a single irreversible decision is emphasized in Type 3 vocational counseling. An attitude of responsiveness to changing situations and the ability to continually reformulate decisions is fostered. The topics covered in Type 3 vocational counseling typically include personal and career data and decision-making skills, thereby encompassing the domains of Type 1 and Type 2 counseling; this material is integrated, however, within the context of a developmental orientation in making a series of career decisions.

The Curricular-Career Information Service (CCIS) (Reardon, 1973) is a multi-media based career guidance program in operation at Florida State University. The Service, staffed by professionals and students, is located in a freshmen residence hall and is open to students during specified hours in the afternoons, evenings and weekends. A variety of materials are available:

--library of printed materials, audio and video cassette tapes
--five instructional modules with a variety of alternative activities designed to meet general university goals
--slide-tape presentations on career decision-making and other subjects
--readings from selected articles and essays on career development for college students
--self-assessment through Holland's Self-Directed Search
--simulated video tape interviews between students and faculty regarding academic programs in the university
--referral information about sources of specialized assistance for student career development

The group approach to vocational development is also evident in Type 3 counseling. A Vocational Awareness group described by William Ogg (1973) at Kansas State University used a combination of experiential, didactic and group interaction as learning processes. The

objectives of the group were:

--to increase awareness of self and preferred major styles or patterns of activities
--to become aware of the implications that life style has for general vocational possibilities
--to acquire skills and understanding of decision making and its process nature
--to understand the concept of work as a means of self-expression

Similar aims were identified in the Vocational Educational Planning groups described by Ralph Philibin (1968):

--to increase student awareness of vocational developmental processes
--to enhance self awareness
--to begin to evaluate vocational information
--to assist in student development of decision-making behaviors

VECTOR (Vocational Exploratory Counseling to Optimize Role-Relationships) is a "programmatic, time-limited, explicit, facilitative approach to career counseling (Burck, 1970, p. 1)" now available in a group format. Topics covered in the 12-session group approach include:

--the changing world of work
--values and commitments about work
--work as a life style
--women and careers
--personal work style
--expectations about the world of work
--personal test data
--the reward system
--the people element
--the authority structure
--mobility
--the social system

According to Burck,

> Project VECTOR creates a highly charged atmosphere in which students are encouraged to think actively and creatively about themselves and their futures, and to become self-directed, and self-responsible for their career development and their lives (p. 4).

Career Development Workshops at the University of Utah provide an introduction to the decision-making process, a life-planning experience, test interpretation, the selection of alternatives and the implementation and evaluation of career choices (Packard, 1973). The one-day workshops are followed up by a 3-hour workshop, and an interview after four weeks. Special abbreviated workshops, 2½ hours each, were also offered at freshmen orientation, and were enthusiastically received by students.

At Weber State College (Stephenson et al., 1972), a group of freshmen students participated in an extended orientation covering six weeks. A variety of informational data about the campus was presented and career development issues were also introduced. The integration of a campus orientation with a career orientation proved valuable, as the program implementers noted:

> Indeed, it is believed that the introduction of career selection through a rational, sound, and logical process probably strikes at the heart of what orientation should be about (p. 46).

Another group format in which career development may be promoted is in an academic class. Decision Making for Career Development (Guidance 100) was an academic class offered at Southern Illinois University

> to assist undergraduate students in their processes of vocational and educational decision making as reflected in:
>
> 1. examination of alternative processes of reaching decisions;
> 2. exploration of alternative academic majors and career choices;
> 3. examination of self information (e.g., interests, abilities, achievements, past experiences, values, needs) in relation to alternative academic majors and career choices;
> 4. consideration of the long and short-term personal consequences of entering alternative academic majors and occupations (Evans, 1973, pp. 1-2).

Three basic activities were conducted weekly--an independent assignment, group meetings with the instructor, and small discussion groups. The Kuder OIS, California Life Goals Schedules, and Self-Directed Search were completed by students; in addition, three instruments developed for the course were administered--the Occupational Preference Checklist, the Occupational Alternative Fact Sheet, and the Academic Major Fact Sheet. Students also learned how to use the Dictionary of Occupational Titles, discussed Toffler's Future Shock, and were introduced to Bross' (1953) strategy for decision making.

Pre and post scores on Harren's (1966) Vocational Decision Checklist and a Guidance 100 Evaluation Form were used to evaluate outcomes of the nine-week course. A statistically significant increase in VDC scores ($p < .05$) was found. In addition, "in excess of 70 percent of the students indicated being closer to selecting an academic major and being closer to selecting an occupation after participating in the course (Evans, 1973, p. 8)."

Within the larger context of the campus as a whole, a comprehensive model of the College as a Career Development Center has been developed (Isaksen, et al., 1973). Various facets of the university provide continuing career orientation for students as illustrated in Figure 2. The objectives of the program are:

1. To help students integrate information which they had received from their parents, as we know that parental influences are the strongest influences in making vocational choices.
2. To provide accurate information about career alternatives.
3. To provide either actual or simulated work experience because judgement requires knowing how persons will react in jobs.

4. To provide experiences which will allow students to accurately assess their own abilities and interests.

5. To teach the essential elements of the decision making process and to teach that this is an ongoing process rather than an event.

6. To assist students in knowing when they have made an appropriate career decision (p. 2).

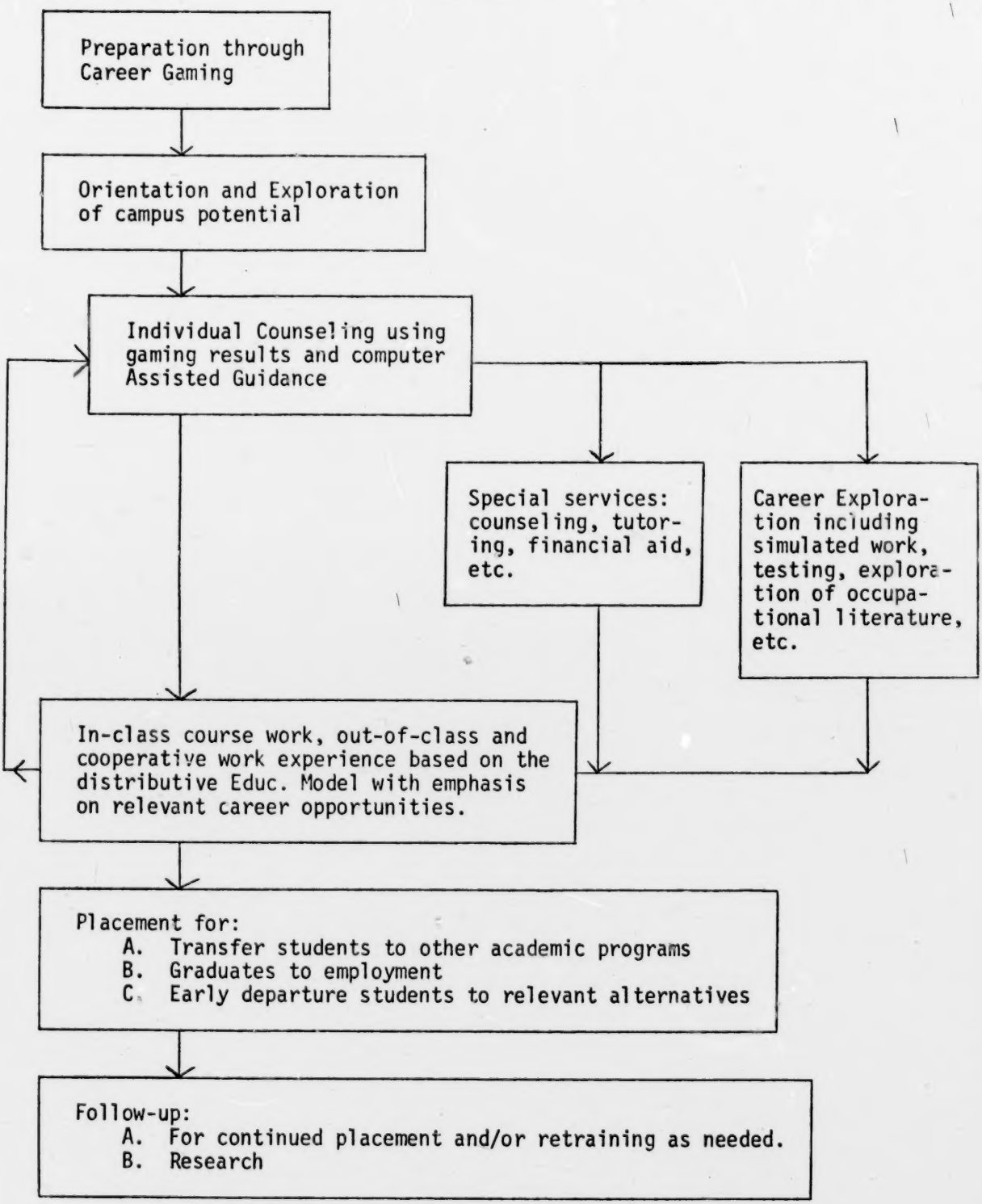
The developmental orientation emphasized in the process of making a series of career decisions is presented in each of these programs in slightly different forms. Though perhaps implicit, there is the primary recognition that the skills developed in these programs will aid the individual in reformulating career decisions at later points in his developmental process.

Type 4 Vocational Counseling

The potential power of the person to affect the person-environment transaction is highlighted in Type 4 vocational counseling. The individual is seen as "the key force in determining his future (p. 303)" rather than as a passive adapter to environmental variables. The promotion of a proactive, rather than a reactive stance is fostered.

Ca[illegible] Encounter Groups conducted at the University of Pittsburg, for example, were designed to encourage students to begin thinking seriously about themselves and their future, and to get them actively involved in the process of influencing this future (Gallagher 1973). Group leaders were juniors who had participated in the career groups as sophomores.

Figure 2 [3]


Preparation through Career Gaming
Orientation and Exploration of campus potential
Individual Counseling using gaming results and computer Assisted Guidance
Special services: counseling, tutoring, financial aid, etc.
Career Exploration including simulated work, testing, exploration of occupational literature, etc.
In-class course work, out-of-class and cooperative work experience based on the distributive Educ. Model with emphasis on relevant career opportunities.
Placement for:
A. Transfer students to other academic programs
B. Graduates to employment
C. Early departure students to relevant alternatives
Follow-up:
A. For continued placement and/or retraining as needed.
B. Research

[3]Reprinted with permission from Isaksen, H. L., Hendricks, J. V., Risenmay, J. L., Peck, I. D., & Johnson, L. E. The college as a career development center: A model. Paper presented at the American Personnel and Guidance Association convention, San Diego, February, 1973.

Questions such as the following were raised to stimulate discussion:

How much personal contact do you want in your work?
Do you like to see the results of your efforts in definite concrete terms?
What are the expectations of your family?
What aspects do you like and dislike when thinking about your past and present work experience?

Life Planning Workshops aimed at increasing students' awareness of their potency in career development are now offered at several colleges and universities. One model for a Life Planning Workshop was adapted by Colorado State University counseling center staff from a "Planning for Living Workshop" developed at TRW Systems in California by Herbert Shephard to assist managers in assessing their values and potentials (Thomas, 1973). This model has been adopted by counseling center staff at the University of Northern Colorado (Smart, 1973) and the University of Colorado (Marron, 1973). A similar workshop was conducted at the University of Arizona through involvement in the NIMH Outreach Project (Mencke, et al., 1972). A Life Planning Workshop for Women has also been developed at the University of Arizona as an additional modification (Mencke, et al., 1972, p. 11).

The Purpose for your Life program developed in conjunction with the Character Research Project at Union College, Schenectaday, New York, consists of 5 one-hour sessions that can be used on an individual or group basis. The program was designed to help college students "assess themselves, seek the reason for their lives, and plan the future with purpose in mind (Cernik, Mueller, & Williams, 1972, p. 27)." Topics and exercises presented in the 5 sessions included:

--a self-appraisal value orientation
--graphing a Personality Profile to get a picture of aptitudes and abilities
--formulating a tentative Life Purpose

--consideration of desires, aptitudes, and abilities as assets and/or liabilities in achieving Life Purpose
--students write a letter to themselves to be delivered in three months stating their short and long-term goals

Summary and Conclusions

Innovations within four types or levels of vocational counseling were briefly summarized in this paper. Several trends in these new programs are apparent. Most notable seems to be the recognition of the complexity in career development and consequent attempts to include more relevant and integrated material in sessions extending over longer periods of time. The amount and format of personal and occupational information, for example, reflects career complexity with further developments in media-based approaches such as computer interaction systems and audio and visual cassette units. In addition, many programs are conducted on either a day-long basis or through weekly sessions extending over an academic term. The emphasis on decision making skills evident in new programs also suggests that this complex aspect of vocational development is receiving increased recognition.

Another apparent trend in vocational counseling is the increased use of the group mode of counseling; different subpopulations of the student body are being identified as targets of intervention, such as freshmen students at orientation or students with no declared major. Group leaders or facilitators are often students who had previously participated in similar experiences. The overall trend represents an attempt to reach larger numbers of students through groups with peer leadership offering longer term exposure to more comprehensive career materials and processes.

This review of innovations in vocational counseling suggests that while program development in the field is expanding, additional work is needed in specific areas such as assessment, program implementation, and program evaluation. Few programs offered provision for assessing student vocational maturity or identifying differential experiences for students at different developmental levels; the general need for career counseling among college students was extensively assessed, however. In most programs, no explicit theoretical rationale was presented but rather programs were designed to meet practical objectives outlined by the programmer. A serious deficiency was the absence of either subjective or objective evaluative feedback data upon which to base program modifications.

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